



Waitaki Girls' High School

Governance Manual

Board of Trustees
2015

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Introduction

The purpose of this document is to capture in one location all the policies of the Waitaki Girls' High School (WGHS) Board of Trustees including:

Strategic Plan

The Strategic Plan is the guiding document for the Board of Trustees' leadership of the School. It includes the mission, vision, values and strategic goals to provide direction to the management of the School. Each year the Principal and staff develop an annual plan for approval by the Board that is designed to deliver the results described in the purpose, vision, values and strategic goals.

Governance Policies

Governance policies are developed by the Board and reflect how the Board has agreed to operate. The Board reviews its own operation against these policies on a regular basis.

Operational Policies

Operational policies are developed by the Board and reflect the Board's delegation of day to day responsibilities to the Principal.

Legal Requirements

1. Governance

The legal responsibility of boards of trustees is determined by Sections 75 & 76 of the Education Act 1989:

s.75 **Boards** to control management of schools –

(1) A school's board must perform its functions and exercise its powers in such a way as to ensure that every student at the school is able to attain his or her highest possible standard in educational achievement.

(2) Except to the extent that any enactment or the general law of New Zealand provides otherwise, a school's board has complete discretion to control the management of the school as it thinks fit.

s.76 **Principals** –

(1) A school's principal is the board's chief executive in relation to the school's control and management.

(2) Except to the extent that any enactment or the general law of New Zealand provides otherwise, the principal –

Shall comply with the board's general policy directions; and

Subject to paragraph (a) of this subsection, has complete discretion to manage as the principal thinks fit the school's day to day administration.

At WGHS the Board has decided that its focus is strategic leadership rather than administrative detail. It has a clear distinction between Board and staff roles, concentrates on the future rather than the past or present, and is pro-active rather than reactive. This means that the Board delegates all authority and accountability for the day-to-day operational organisation of the school to the Principal and these delegations are reflected in the Board's operational policies

2. Resourcing

As a Crown entity WGHS through its Board of Trustees is required to responsibly manage the School's resources and therefore must comply with the government's National Administrative Guidelines (NAGs). The following table summarises these guidelines.

NAG 1	<p>Develop and implement teaching and learning programs</p> <p>Gather information that is sufficiently comprehensive to enable progress and achievement of students to be evaluated</p> <p>Identify students at risk and implement teaching and learning strategies to address</p> <p>In consultation with Māori develop plans for improving achievement of Māori</p> <p>Provide appropriate career education and guidance for all students in year 7 and above</p>
NAG 2	<p>Develop a strategic plan</p> <p>Maintain a program of self-review including the evaluation of information on student achievement</p>
NAG 3	<p>Develop and implement personnel policies</p> <p>Be a good employer</p>
NAG 4	<p>With regard to finance and property allocate funds to school priorities</p> <p>Monitor and control school expenditure and annual accounts prepared and audited</p> <p>Comply with any asset management agreement and implement a maintenance programme</p>
NAG 5	<p>Provide safe physical and emotional environment for students</p> <p>Promote healthy food and nutrition</p>
NAG 6	<p>Comply with general legislation concerning attendance school and day length</p>
NAG 7	<p>Complete an annual update of the school charter, and provide the Secretary for Education with a copy before 1 March of the relevant year</p>
NAG 8	<p>Provide an analysis of any variance between the school's performance and the relevant aims, objectives, directions, priorities, or targets set out in the school charter at the same time as the updated school charter provided to the Secretary for Education under NAG 7</p>

3. National Education Goals

In recognition of the fundamental importance of education, the Government sets the following goals for the education system of New Zealand. WGHS recognises these Government's National Education Goals:

NEG 1: The highest standards of achievement, through programmes which enable all students to realise their full potential as individuals, and to develop the values needed to become full members of New Zealand's society.

NEG 2: Equality of educational opportunity for all New Zealanders, by identifying and removing barriers to achievement.
NEG 3: Development of the knowledge, understanding and skills needed by New Zealanders to compete successfully in the modern, ever-changing world.
NEG 4: A sound foundation in the early years for future learning and achievement through programmes which include support for parents in their vital role as their children's first teachers.
NEG 5: A broad education through a balanced curriculum covering essential learning areas. Priority should be given to the development of high levels of competence (knowledge and skills) in literacy and numeracy, science and technology and physical activity.
NEG 6: Excellence achieved through the establishment of clear learning objectives, monitoring student performance against those objectives, and programmes to meet individual need.
NEG 7: Success in their learning for those with special needs by ensuring that they are identified and receive appropriate support.
NEG 8: Access for students to a nationally and internationally recognised qualifications system to encourage a high level of participation in post-school education in New Zealand.
NEG 9: Increased participation and success by Māori through the advancement of Māori education initiatives, including education in Te Reo Māori, consistent with the principles of the Treaty of Waitangi.
NEG 10: Respect for the diverse ethnic and cultural heritage of New Zealand people, with acknowledgment of the unique place of Māori, and New Zealand's role in the Pacific and as a member of the international community of nations.

The School integrates the National Education Goals at governance and operational levels by giving them full consideration when planning School developments or School/class programmes. Achievement results are carefully analysed each year to identify students or groups of students at risk. Planning ensures that strategies are put in place to improve achievement outcomes. Career education is integrated into our Years 9 to 13 programmes.

4. Procedural Information

The planning year for the Board will be from 1 January to 31 December.

The Charter is lodged annually with the Ministry of Education before 1 March.

The annual report including the Analysis of Variance and the School's audited financial statements is lodged with the Ministry of Education by 31 May each year.

Strategic Plan 2015 – 2017



Purpose

Provide a great all-round education by equipping and nurturing young women to achieve their potential who have the skills and abilities for the future and who contribute to their communities.

Values

Our actions are guided by being ...

- **Respectful**
- **Responsible**
- **Resilient**

Vision

- **Inclusive & accepting;**
- **Supportive & safe;**
- **High expectations;**
- **Community connected.**

Strategic Goals

1. **Digital learning is planned and established**
 - School is reliably wireless;
 - Staff are capable and confident in the use of technology for delivering the learning curriculum;
 - Policies relating to the use of technology are in place;
 - Resources are allocated.
2. **No student 'falls through the cracks'**
 - Every student's progress is tracked and plans are developed;
 - Students know where to access support and help;
 - Orientation of new students is thorough and prompt;
 - Migrant students feel safe and welcome.
3. **Collaboration extends the ability to meet the needs of every student**
 - Roll is maintained at 400 or above;
 - Close working partnerships with local high schools, agencies, and tertiary providers.

Governance Policies

Governance policies are developed by the Board and reflect how the Board has agreed to operate. The Board reviews its own operation against these policies on a regular basis.

1. Board Roles & Responsibilities

All elected, appointed and co-opted trustees, whether they are parent, proprietor, staff or student representatives, come to the Board table entrusted to ensure effective governance despite the different perspectives they bring to Board discussions. Individuals are neither advocates nor delegates with sectional interests but work for positive outcomes for all concerned. Regular reports of day-to-day operations by the staff or student trustee do not support strategic leadership but keep the board focussed in day-to-day management. It is therefore not recommended that the board have staff or student trustee reports presented at the meeting.

The Board of Trustees key areas of contribution are to:

- Set and, as needed, modify the vision, mission and values
- Protect the special character of the school
- Ensure a sensible and feasible Strategic Plan
- Approve and monitor the Annual Plans
- Develop and review the general policy direction
- Monitor and evaluate student learning outcomes
- Appoint, assess the performance of and nurture the Principal
- Act as good employers
- Provide financial stewardship
- Oversee, conserve and enhance the resource base
- Approve major policies and programme initiatives
- Manage risk
- Build a broad base of community support
- Exercise governance in a way that fulfils the intent of the Treaty of Waitangi by valuing and reflecting New Zealand's dual cultural heritage

2. Trustee's Code of Conduct

The Board is committed to ethical conduct in all areas of its responsibilities and authority.

Trustees shall:

- Maintain and understand the values and goals of the School
- Ensure the needs of all students and their achievement is paramount
- Be loyal to the School and its mission
- Publicly represent the School in a positive manner
- Respect the integrity of the Principal and staff
- Observe the confidentiality of non-public information acquired in the role of trustee and not disclose to any other persons such information that might be harmful to the School

- Be diligent and attend Board meetings prepared for full and appropriate participation in decision making
- Ensure that they do not act independently of the Board's decisions
- Speak with one voice through the Board's adopted policies and ensure that any disagreements with the Board's stance are resolved within the Board
- Avoid any conflicts of interest with respect to fiduciary responsibility
- Recognise the lack of authority in any individual trustee or subgroup/committee of the Board in any interaction with the Principal or staff
- Recognise that only the Chairperson can speak for the Board, and direct any requests for information or complaints to the Chairperson
- Continually self-monitor individual performance as a trustee against policies and against any other current Board evaluation tools
- Attend at least one appropriate Board/trustee training course per year

In the interests of supporting their schools some individual trustees become involved at the management level of school affairs. Often this involvement reflects particular expertise on the part of the trustee. In these instances, the person is acting as a volunteer, in a capacity other than a trustee, and it is best for the individual to separate the trustee role from his or her role in direct school administration. Where this happens, it should be clearly understood by the trustee, the Board Chair and the Principal, and will be noted in the Principal's regular report to the Board.

3. Chairperson's Role

The Chairperson is the leader of the Board and carries overall responsibility for the integrity of the Board's processes. The role involves the following responsibilities:

- Oversee the general performance of the Board
- Ensure information about the financial performance of the organisation flows to the Board
- Establish and maintain systems for information flows to the Board
- Receive all correspondence for the Board
- Attend and chair Board meetings
- Make recommendations to the Board about prudent management of Board matters
- Establish and maintain an ongoing working relationship with the Principal
- Deal with disputes and conflicts referred to the Chair
- Act as Protected Disclosure Officer [see Protected Disclosures policy]
- Ensure the Principal's performance agreement and appraisal are completed on an annual basis

4. Student & Staff Trustee Roles

The role of the Student and Staff Trustees is to bring to the Board a student and staff perspective in discussions and decision-making. As trustees, the Student and Staff Trustees have an obligation to serve the broader interests of the school and its students. The roles involve the following responsibilities:

- To work within the Board's charter
- To abide by the Board's governance and operational policies
- To act first and foremost as a Trustee and in the best interests of the students at the School at all times
- It is not expected that the Student and Staff Trustees will act as advocates
- The Student and Staff Trustees are bound by the Trustee Code of Ethics
- It is not necessary for the Student and Staff Trustees to prepare a verbal or written report for the Board unless specifically requested from the Board.

5. Meeting Process & Procedures

* Required by legislation

The Board is committed to effective and efficient meetings.

Meetings will:

- Be based on a prepared annual agenda. The agenda preparation is the responsibility of the Chairperson. Notice of each open (public) meeting, and annual meeting, will be posted in the school calendar and on the web site. Copies of the order paper will be available at the meeting for the public.
- Be held with the expectation that trustees have prepared for them and will participate in all discussions at all times within the principles of acceptable behaviour.

Have the right, by resolution, to exclude the public and news media from the whole or part of the proceedings in accordance with the Meetings Act. These decisions by the Board are fully recorded but remain confidential. The Board needs to:

- Make the reasons for excluding the public clear;
- Reserve the right to include any non-board member it chooses.

General

- Meetings are held as per the triennial review schedule with dates confirmed each December for the following year.
- Board minutes will be taken by a non-trustee paid on a commercial basis on contract.
- The quorum shall be more than half the members of the Board currently holding office.*
- Only apologies received from those who cannot be present must be recorded. Trustees who miss three consecutive meetings without the prior leave of the Board cease to be members. An apology does not meet the requirement of prior leave. To obtain prior leave a trustee must request leave from the Board at a board meeting and the board must make a decision.*
- The Chairperson shall be elected at the first meeting of the year except in the general election year where it will be at the first meeting of the newly elected board.*
- The Chairperson may exercise a casting vote in the case of equality of votes, in addition to his/her deliberative vote.*

- Any trustees with a conflict or pecuniary interest in any issue shall not take part in any debate on such issues and may be asked to leave the meeting for the duration of the debate.* A pecuniary interest arises when a trustee may be financially advantaged or disadvantaged as a result of decisions made by the board. E.g. Contracts, pay and conditions etc. A conflict of interest is when an individual trustee could have, or could be thought to have, a personal stake in matters to be considered by the Board.
- Only trustees have automatic speaking rights.
- The Board delegates [and minutes] powers under Sections 15 and 17 of Education Act to the Disciplinary Committee.
- The Board delegates [and minutes] authority to the Deputy Principal in the times of absence of the Principal.
- The amount the Chairperson and other Board members are paid for attendance at Board meetings is set by the Board. Currently the chair receives \$75 per Board meeting and Board members receive \$55 per Board meeting. There is no payment for committee or working party meetings.
- Attendance fees are non-taxable within the agreed non-taxable amounts of \$605 annually for trustees and \$825 for the Chairperson.

Time of Meetings

- Board meetings will be agreed on at the first meeting of the Board each year.
- Regular meetings will usually be no longer than two hours commencing at 6.30pm and concluding by 8.30pm.
- A resolution for an extension of time not exceeding an hour may be moved.
- Any business remaining on the agenda at the conclusion of the meeting will be transferred to the following meeting.

Special meetings

A special meeting may be called by delivery of notice to the Chairperson signed by at least one third of trustees.

Exclusion of the Public

The meeting may, by resolution, exclude the public and news media from the whole or part of the proceedings in accord with the Meetings Act.*

Public Participation

- Public will not normally be allowed free discussion during the meeting
- Public participation is at the discretion of the Chairperson
- Public attending the meeting will be given a notice about their rights to participation in the meeting
- Copies of all documents referred to in the meeting will be available for members of the public attending Board meetings

Motions/Amendments

- All motions and amendments moved in debate must be seconded unless moved by the Chairperson *
- Motions and amendments once proposed and accepted may not be withdrawn without the consent of the meeting *
- No further amendments may be accepted until the first one is disposed of *
- The mover of a motion has right of reply *
- A matter already discussed may not be reintroduced at the same meeting in any guise or by way of an amendment *

Termination of debate

All decisions will be taken by verbal voting by all trustees present.

Any matters a member wishes to raise after a meeting regarding procedures or decisions made at a meeting will first be raised with the Chairperson. Trustees are responsible for requesting additional information that they may personally require to facilitate their decision making and participation on the Board.

Suspension of Meeting Procedures

Standing Orders may be suspended by resolution of the meeting.

Agenda

The order of the Agenda may be varied by resolution at the meeting.

Communication within the Board

To ensure open and transparent communication and debate of issues, Board members who wish to raise an issue for discussion will contact the Chairperson in the first instance by email or phone to decide how best to facilitate that discussion. If the issue is to be raised at the next board meeting then the contact should be made by the Monday prior to the Board meeting so there is time for the item to be included on the agenda.

Minutes

The minutes will be distributed to Trustees by one week following the meeting.

Email communication

Email is appropriate for the transfer of factual information already agreed by Board, such as meeting times, minutes, and the sharing of working party ideas amongst that working party. In general, email is not an effective way to achieve full participation in the discussion and dialogue of matters that are of significance to the Board. Email should also not be relied upon for urgent matters that must be brought to the Board's attention.

6. Committees of the Board

Discipline Committee of the Board

The Discipline Committee of the Board meets as required and follows the procedures and guidelines published in the Ministry of Education's *Guidelines for Principals and Boards of Trustees on stand-downs, suspensions, exclusions and expulsions* including

Part 1: Legal options and duties

Part 2: Good practice

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7. Board Self-Review

Strategic plan

Annually the Chairperson will co-ordinate a review of the effectiveness of the Board of Trustees. A report will be provided to the Board on the outcomes, including a training plan for the Board as a whole. The review will be based on the Strategic Plan.

Trustees

Annually each trustee, in discussion with the Chairperson, will evaluate their own contribution to the Board and their individual effectiveness. *See Appendix A for Trustee checklist.*

Chairperson

The Chairperson will evaluate his/her effectiveness and performance in discussion with individual trustees and the Principal. *See Appendix B for Chairperson checklist.*

The performance of the Board is also measured by the outcomes from:

- the annual report;
- the triennial review programme;
- the Education Review Office (ERO) report.

8. Policy Audit

As part of its self-review the Board of Trustees periodically audits and reviews each of its policies. The audit process checks the School's compliance with its policies and related procedures, current legislation and Ministry of Education requirements.

Each audit will include reporting from the Principal on compliance with procedures.

The following steps will be followed:

1. The Board, at the beginning of each calendar year, will confirm a timetable for policy audit;
2. Each policy will be audited at least once in three-year cycle, more frequently if identified as required;

3. A committee of the Board, comprising at least two Board members and including the Principal, will define the audit process to be used in each instance. This may include surveying staff, the School community of students and/or parents and caregivers, or other stakeholders for feedback on compliance;
4. The school community will be notified at least one month before the commencement of each forthcoming audit. They will be invited to make written submissions to the Board audit committee;
5. The Board committee will report to the whole Board on the outcome of its audit within three months of its commencement.

9. Community Consultation

The Board of Trustees is committed to building effective partnerships between the School and the community and maintains a formal consultation plan for the purpose of:

- Encouraging community input into the School's goals and achievement targets;
- Being responsive to the community's cultural needs;
- Keeping the community informed of issues and developments;
- Seeking feedback on the Board's performance.

10. Principal's Performance Appraisal

The Board of Trustees is responsible for monitoring and reviewing the Principal's performance of his or her duties and responsibilities. This is in accordance with the Principal's individual Employment Agreement and a formal process is conducted annually.

The Principal's performance is monitored against the strategic plan, professional standards and Board policies on operations. The Board also monitors those parts of the Principal's objectives that have been identified, plus any other quantitative performance indicators that have been agreed upon by both parties in advance.

Procedures

- A formally delegated working party of the Board will be established to coordinate the Principal's performance appraisal each year.
- The annual Performance Agreement will contain details of the process to be following including the timeframe setting out the initial meeting, monitoring events, the formal end-of-appraisal interview and the date for the final report to the Board by the working party together with:
 - An outline of performance expectations – key tasks, expected results and performance indicators
 - The Principal's organisational objectives (school wide targets for change or development) including the support to be provided and criteria for evaluation of achievement

- The Principal's development objective(s) – personal and professional – including the support to be provided and criteria for the evaluation of achievement
- The professional standards for secondary principals plus the School's strategic plan will form the basis of the Performance Agreement. To ensure the appraisal process is manageable the Principal and the Chairperson should make a selection from the professional standards for appraisal each year.
- The appraisal process may include the use of an external reviewer on a cyclic or biennial basis appointed by the Board in consultation with the Principal.
- In general, the timeline to be followed will be for initial meetings to be held to establish goals and performance at the end of the school year for the following year. These goals and measures can be confirmed at the beginning of the following school year. Any monitoring points are to be confirmed at the beginning of the process. The final appraisal interview should occur in Term 4.
- The final appraisal interview will include the presentation of a report by the Principal summarising performance for the year together with any other evaluative material collected for purpose of undertaking the appraisal.
- Documentation relating to the Principal's appraisal interview will remain confidential to the Principal and to the Board unless agreed otherwise.
- Performance Agreement documents setting out the process to be followed will be made available to the Board on a confidential basis and a final report will be made to the Board by the sub-committee outlining any conclusions agreed to between the sub-committee and the Principal.
- Any dispute relating to the process or its results will be referred to an independent arbitrator agreed upon by the Principal and the Board Chairperson before the process commences. Any decision made by this arbitrator will be binding on both parties. Otherwise, in any dispute not so referred, the Board, as employer, has the responsibility for the final decision. In the event of dispute, the principles of natural justice will apply. The Board will allow each party to seek the advice they desire and produce evidence they deem relevant. In the end, the Board, as employer, will have responsibility for the final decision.

Governance Policies

Adopted by: Board of Trustees WGHS 2015

Next review: WGHS 2018

Operational Policies

The Board of Trustees of WGHS has adopted the following policies. Detailed procedures are associated with most of the policies and are the responsibility of the Principal to develop, implement and report on compliance to the Board. Refer to the Principal for all procedures.

Student Achievement (NAG 1)

- Student achievement
- Teaching and learning
- Information technology

Employer Responsibility (NAG 3)

- Employer responsibility

Financial & Asset Management (NAG 4)

- Finance and assets
- International fee-paying students
- School donations
- Use of school facilities

Health & Safety (NAG 5)

- Health & safety
- Drugs, alcohol and tobacco
- Child protection
- Harassment prevention
- Behaviour management

Governance and administration (NAG 2 and 6)

- Administration
- Uniform
- Complaints
- Protected disclosures
- Delegation Schedule

Operational Policy Format

For ease of use, a standard format is used for each operational policy:

Policy statement	A statement that describes <i>why</i> the School does something and <i>what</i> is expected	Board
Regulations	Specific rules that define the policy and describe <i>what</i> must be done to support the policy e.g. legislation, school rules	Legal compliance
Procedures*	Step-by-step descriptions of <i>how</i> to carry out the policy	Principal
Guidelines*	Descriptions of suggested best practices for colleagues on the <i>most efficient</i> ways to implement policies	Principal

*Not part of this governance document.

Student Achievement (NAG 1)

1. Student Achievement Policy

Policy Statement

The Board will develop strategic goals and management will develop an action plans based on these to ensure all students develop their full potential. The Board will ensure that the school has the resources it needs to support excellent student achievement.

The Principal must, as day-to-day manager of the School:

- Ensure the achievement of the Charter goals and targets;
- Ensure opportunities for success in all essential learning areas and skill areas of the New Zealand curriculum;
- Ensure there is a focus on the national priority groups of Māori, Pasifika and students with special learning needs in school planning and reporting;
- Give priority to literacy and numeracy;
- Report on progress and achievement of students;
- Identify students at risk of not achieving and implement teaching and learning strategies to address needs;
- Consult with our school's Māori community about the policies/plans for improving the achievement of Māori students;
- Provide career information and guidance
- Ensure that Board approval is sought before changes to the school curriculum requiring increased expenditure or significant changes to programmes or staffing are made.

The Principal and the Heads of Department undertake regular curriculum audits and on-going self-review of curriculum delivery, programmes and procedures. Regular reporting to the Board of Trustees by the Principal ensures that curriculum delivery, assessment and student achievement are monitored and fulfilled.

The Principal is responsible for ensuring continued professional development of staff.

Regulations

Education Act 1989

Human Rights Act 1993 (sections 21 and 57)

Ministry of Education:

- *National Education Goals*
- *National Education Guidelines*
- *National Administration Guidelines*
- *New Zealand Curriculum*
- *National Standards*
- *Foundation Curriculum Policy Statements*
- *Special Education Guidelines*

- *Curriculum Statements:*
 1. Arts
 2. English
 3. Health and Physical Education
 4. Mathematics
 5. Science
 6. Social Studies
 7. TechnologyPlus language curriculum statements

Procedures

Refer to the Principal.

Operational Policies

Adopted by: Board of Trustees WGHS 2015

Next review: WGHS 2018

Student Achievement (NAG 1)

2. Teaching & Learning Policy

Policy statement

Sound assessment methodology will be used to inform and improve teaching and learning within the School.

This means that teachers will:

- Monitor student progress against the national achievement objectives;
- Provide students with an objective evaluation of their individual achievements and progress;
- Identify areas of strength and weakness in learning and performing and adjust subsequent teaching accordingly;
- Enable students to evaluate their own work and identify ways in which they can improve;
- Clearly demonstrate the standards of work achieved and the skills learned.

In relation to assessment a student can expect:

- Accurate information about key aspects of a course including assessment procedures, criteria and date of assessment;
- Accuracy in assessment marking and recording student work and achievement;
- Return of assessed work within a reasonable period of time;
- A process of assessment that has a fair system of appeal;
- Assessment to provide them with relevant, constructive feedback.

Parents and caregivers can expect:

- Timely and meaningful information about their student's achievement;
- Regular opportunities to discuss their student's progress and achievement;
- Close co-operation between teacher and parent in order to better understand their student's learning.

Teachers can expect that:

- Students will attempt all items required for assessment;
- Students will submit all work required within any deadline set (unless granted an extension);
- All work submitted for assessment will have an appropriate quality of presentation.

Regulations

Teacher Registration

Procedures

Refer to the Principal.

Operational Policies

Adopted by: Board of Trustees WGHS 2015

Next review: WGHS 2018

Student Achievement (NAG 1)**3. Information Technology Policy*****Policy statement***

The primary purpose for the student use of information technology (ICT) at Waitaki Girls' High School is for learning that is based on sound educational principles and pedagogy. Students will learn the appropriate use of digital technology through the teaching and learning programmes offered by the School.

The School's goal is to provide equitable digital learning access for all students including the infrastructure to support it.

Student use of their own devices will be subject to protocols that have been developed in consultation with the School community.

The School will:

- Foster staff expertise and professional development in ICT;
- Ensure the school community is educated around the responsible use of technology;
- Require students and staff to sign *Responsible Use Agreements*;
- Ensure systems for regular monitoring and safety relating to access;
- Integrate ICT into teaching programmes to support student learning;
- Act promptly on any mis-use of technology which may include the removal of access;
- Keep parents/caregivers informed of any mis-use of technology by students.

Regulations

Positive Behaviour for Learning (PB4L) programme

Procedures

Refer to the Principal.

Operational Policies

Adopted by: Board of Trustees WGHS 2015

Next review: WGHS 2018

Employer Responsibility (NAG 3)

4. Employer Responsibility Policy

Policy statement

The Board delegates responsibility to the principal on all matters relating to the management of staff in the expectation that they will be managed in a sound, fair, and respectful manner in accordance with the current terms of employment documents and identified good practice. Therefore, the Principal must ensure:

1. That all employment related legislative requirements are applied;
2. All employees their rights to personal dignity and safety and ensure that matters are resolved in an appropriate and fair manner;
3. That employment records are maintained and that all employees have written employment agreements;
4. That employee leave is effectively managed and reported so
 - a. that the risk of financial liability is minimised, operational needs are met, and the needs of individual staff are considered;
 - b. Board approval is sought for any requests for discretionary staff leave with pay;
 - c. Board approval is sought for any requests for discretionary staff leave without pay of longer than 4 days;
 - d. Board approval is sought for any requests for staff travelling overseas on school business;
5. That performance agreements are established for all staff and that reviews are undertaken annually;
6. A suitable professional development programme, which takes into consideration the requirements of the strategic and annual plans, is provided as part of each employee's performance agreement;
7. Advice is sought as necessary from NZSTA advisors where employment issues arise.

Regulations

As a 'good employer' the School complies with the following legislation:

- Education Act 1989 (part 10)
- Health & Safety in Employment Act 1992
- Parental Leave & Employment Protection Act 1987
- Smokefree Environments Act 1990
- Employment Relations Act 2010
- Holidays Act 2003
- Human Rights Act 1993
- State Sector Act 1988
- Wages Protection Act 1983
- National Administration Guidelines (no 3)

- Individual and collective employment agreements
- NZ Teachers' Council Code of Ethics

Procedures

Refer to the Principal.

Operational Policies

Adopted by: Board of Trustees WGHS 2015

Next review: WGHS 2018

Financial and Asset Management (NAG 4)

5. Finance & Assets Policy

Policy statement

Financial Planning

The Board has overall responsibility for the financial management of the School but delegates the day-to-day management of the School's finance's and budget to the Principal. The Principal is responsible for recommending an annual operating and capital budget to the Board by 31 October each year.

Budgeting shall not fail to reflect the strategic plan, risk financial jeopardy nor fail to show a generally acceptable level of foresight.

The budget should:

- Reflect the results sought by the Board;
- Reflect the priorities as established by the Board;
- Comply where the Board's requirement is for a balanced budget;
- Demonstrate an appropriate degree of conservatism in all estimates.

Financial Condition

The financial viability of the School must be protected at all times. The Board understands that the possibility of theft or fraud cannot be entirely eliminated however the Principal is required to show there are in place safeguards and robust, clear procedures to minimise the risk of either event.

Reference should be made to 5.4 of the *Financial Information for Schools Handbook (FISH)*¹. Therefore, the Principal must ensure that:

- Unauthorised debt or liability is not incurred;
- Generally accepted accounting practices or principles are not violated;
- Tagged/committed funds are not used for purposes other than those approved;
- More funds than have been allocated in the fiscal year are not spent without prior Board approval;
- All money owed to the School is collected in a timely manner;
- Timely payment to staff and other creditors is made;
- Unauthorised property is not sold or purchased;
- All relevant government returns are completed on time;
- No one person has complete authority over the school's financial transactions;
- When making any purchase:
 - a minimum of two comparative prices are sought where practicable
 - of over \$5,000 an adequate review on ongoing costs, value and reliability is undertaken
 - of over \$10,000 on a single item Board approval is first sought

¹ <http://www.education.govt.nz/school/running-a-school/school-finances/financial-information-for-schools/>

- Effective systems are in place to meet the requirements of the payroll system.

Asset Protection

Assets may not be unprotected, inadequately maintained or unnecessarily risked. The Principal is delegated day to day responsibility for ensuring that the programming and funding of general maintenance of the School grounds, buildings, facilities and other assets occurs in order to provide a clean, safe, tidy and hygienic work and learning environment for students and staff. Accordingly, the Principal must:

- Ensure all Board assets are insured;
- Not allow unauthorised personnel or groups to handle funds or School property;
- Not subject plant and equipment to improper wear and tear or insufficient maintenance or inappropriate use;
- Maintain an up to date asset register for all items of furnishing, plant machinery, equipment, text and library books costing more than \$500.00;
- Ensure the implementation of the 10 year property maintenance plan;
- Engage sufficient property maintenance staff for the School within budget limitations;
- Receive Board approval for maintenance contracts over \$5000 for any one contract;
- Conduct competitive tenders for all contracting;
- Protect intellectual property, information and files from loss or significant damage or unauthorised access or duplication;
- Not receive, process or disburse funds under controls that are insufficient to meet the Board-appointed auditor's standards;
- Not invest or hold operating capital in insecure accounts, or in non-interest bearing accounts except where necessary to facilitate ease in operational transactions.

Regulations

Finance

Public Finance Act 1989 (section 2; part 5)

Education Act 1989 (sections 67, 73, 79, 87 (3), 90, 100)

Crown Entities Act 2004 (and Amendment 2013)

National Administration Guideline (no 4)

Property

Education Act 1989

Education Lands Act 1949

Fire Safety and Evacuation of Buildings Regulations 1992

Fire Service Act 1975

Resource Management Act 1991

Building Act 2004

National Administration Guideline (no 4)

Ministry of Education's Property Occupancy Document (POD)

Procedures

Refer to the Principal.

Operational Policies

Adopted by: Board of Trustees WGHS 2015

Next review: WGHS 2018

Financial and Asset Management (NAG 4)**6. International Fee-Paying Students Policy*****Policy statement***

The School encourages a diversity of international students who identify with the mission and vision of the School and whose presence enhances the opportunities and perspectives of all students. WGHS offers a limited number of places to international fee-paying students. The Board of Trustees sets a maximum number of international fee-paying students for the following year, prior to budgeting.

International fee-paying students receive an education consistent with that provided to resident students.

Regulations

Code of Practice for the Pastoral Care of International Students (revised in 2010)

Procedures

Refer to the Principal.

Operational Policies

Adopted by: Board of Trustees WGHS 2015

Next review: WGHS 2018

Financial and Asset Management (NAG 4)**7. School Donations Policy*****Policy statement***

WGHS welcomes donations from parents and benefactors. Donations enhance the educational opportunities the School can provide, contributing to the fulfilment of the strategic goals of student achievement and preparation for life in a positive learning environment.

The School requests an annual donation per child from parents. This is in recognition that the government's/state funding formula is insufficient to provide the balanced education expected by the School's community.

Definitions

School donation: Amount set by the Board of Trustees annually and requested from parents for each child at the School. Payment of the School donation is strongly encouraged but is not compulsory.

School activity fee: Charges made for additional activities and resources used by a student. Payment is required.

Regulations

1. Education Act 1999 section 3 (free enrolment and free education for all except foreign students)
2. Public Finance Act 1989 sections 24(2) and 41(2) (accountability in financial statements for all money received)

Procedures

Refer to the Principal.

Operational Policies

Adopted by: Board of Trustees WGHS 2015

Next review: WGHS 2018

Financial and Asset Management (NAG 4)**8. Use of School Facilities Policy*****Policy statement***

The facilities at WGHS are used for School events and appropriate community group events. As part of its role as a leading educator and key resource in the local community the School makes available at an appropriate fee its facilities and is keen to see them utilised and enjoyed widely.

The School reserves the right to decline any requests for use.

The School fulfils its compliance with health and safety legislation by ensuring that all users of the facilities read, sign and abide by the Conditions of Use form and are aware of recognised hazards.

Regulations

Education Act 1989

Electricity Regulations 1997

Fire Safety and Evacuation of Buildings Regulations 1992

Fire Service Act 1975

Building Act 1991 (section 6, 47a)

National Administration Guideline (no 4)

Ministry of Education's Property Occupancy Document: State (Non-integrated Schools Notice of Terms and Conditions)

Smokefree Environments Act 1990

Health and Safety in Employment Act 1992

Occupiers Liability Act 1962

If any terms of the detailed procedures and the Conditions of Use are not complied with, the School can take whatever action is deemed appropriate at the time to rectify the problem, including restriction of access to the venue and/or cancellation of activities until such terms are met.

Procedures

Refer to the Principal.

Operational Policies

Adopted by: Board of Trustees WGHS 2015

Next review: WGHS 2018

Health and Safety (NAG 5)**9. Health & Safety Policy*****Policy statement***

Students and staff shall have a safe physical and emotional learning environment. The Board will ensure there are processes in place for the consulting, cooperating and coordinating of activities to ensure the safety of all workers. Therefore, the Principal must:

1. Take all reasonable steps to protect students, staff and visitors to the School from unsafe or unhealthy conditions or practices;
2. Ensure that the staff code of conduct is implemented effectively;
3. Ensure there is zero tolerance to bullying and that there are effective processes in place;
4. Ensure a risk analysis management system (RAMS) is carried out where and when appropriate;
5. Seek approval for all overnight stays/camps attesting first to their compliance with (4) above;
6. Consult with the community every two years regarding the health programme being delivered to students;
7. Advise the Board Chairperson of any emergency situations as soon as possible.

See also the following School policies:

- Employer Responsibility
- Use of School Facilities
- Drugs, Alcohol and Tobacco
- Harassment Prevention
- Behaviour Management

Regulations

Health & Safety in Employment Act 1992

Health & Safety in Employment Regulations 1995 and amendment 2002

Smokefree Environments Act 1990

Codes of Practice and any associated standards or guidelines

Procedures

Refer to the Principal.

Operational Policies

Adopted by: Board of Trustees WGHS 2015

Next review: WGHS 2018

Health and Safety (NAG 5)**10. Drugs, Alcohol and Tobacco Policy*****Policy statement***

Drug, alcohol and tobacco use by young people is a concern in our community. WGHS provides, within the Health Education syllabus, alcohol and drug programmes to help students establish and practise responsible behaviour. Professional help from counsellors and agencies is available to students with alcohol and drug related problems.

Any student who consumes, is affected by, or is in possession of alcohol and drugs 'at School' will be subject to disciplinary measures that may include suspension or expulsion. 'At school' includes travelling to and from school every day, whilst in school uniform, and/or representing the school in any school organised trip or any other activity at which the student can be identified as a WGHS student.

Through a School-wide drug and alcohol education programme involving students, parents and the community, WGHS aims to:

- Foster social and personal skills in students to give them confidence to make responsible choices about drug, alcohol and tobacco use;
- Affirm students who choose to abstain from alcohol, drugs and cigarettes and to promote preventative alcohol and smoking publicity and programmes;
- Ensure that students with alcohol and drug related problems of their own or in their families are treated in a caring and professional way;
- Affirm and support the School rules on drinking, smoking and misuse of drugs when involved in School activities, by ensuring students understand them and the consequences of breaking them;
- Encourage staff and parents at School-related functions to provide responsible role models and foster healthy attitudes to drugs, alcohol and tobacco in the School community.

Regulations

Education Act 1989

Crimes Act 1961

Smokefree Environments Act 1990

Procedures

Refer to the Principal.

Operational Policies

Adopted by: Board of Trustees WGHS 2015

Next review: WGHS 2018

Health and Safety (NAG 5)

11. Child Protection Policy

Policy statement

This policy outlines our commitment to child protection. The Board is committed to the prevention of abuse and to the well-being of children and young people under our care.

In line with section 15 of the Children, Young Person and Their Families Act, any person in our School who believes that any child or young person has been, or is likely to be, harmed (whether physically, emotionally, or sexually) ill-treated, abused, neglected, or deprived may report the matter to a social worker or a constable.

The Board delegates responsibility to the Principal to ensure that all child safety procedures are implemented and available to all staff, contractors, volunteers and parents. Therefore, the Principal must:

1. Develop appropriate procedures to meet child safety requirements as required and appropriate to the School;
2. Comply with relevant legislative requirements;
3. Make this policy available on the School's internet site or available on request;
4. Ensure that every contract, or funding arrangement, that the School enters into requires the adoption of child protection policies where required;
5. Ensure the interests and protection of the child are paramount in all circumstances;
6. Recognise the rights of family/whanau to participate in the decision-making about their children;
7. Ensure that all staff are able to identify the signs and symptoms of potential abuse and neglect and are able to take appropriate action in response;
8. Support all staff to work in accordance with this policy, to work with partner agencies and organisations to ensure child protection policies are understood and implemented;
9. Promote a culture where staff feel confident they can constructively challenge poor practice or raise issues of concern without fear of reprisal;
10. Consult, discuss and share relevant information in a timely way regarding any concerns about an individual child with the board or designated person;
11. Seek advice as necessary from NZSTA advisors on employment matters and other relevant agencies where child safety issues arise;
12. Make available professional development, resources and/or advice to ensure all staff can carry out their roles in terms of this policy;
13. Ensure that this policy forms part of the initial staff induction programme for each staff member;
14. Ensure that a report is provided for the School's annual report re progress on implementation and compliance with any funding/contracting requirements.

Regulations

Vulnerable Children Act 2014

Children Young Persons and their Families Act 1989

Human Rights Act 1993

Privacy Act 1993

State Sector Act 1988

Employment Relations Act 2000

Procedures

Refer to the Principal.

Operational Policies

Adopted by: Board of Trustees WGHS 2015

Next review: WGHS 2018

Health and Safety (NAG 5)

12. Harassment Prevention Policy

Policy statement

Harassment in all its forms has no place at WGHS. Our School seeks and affirms each person's worth, dignity and vocation. Harassment strikes at the basis of these values and prevents students reaching their potential.

Students are entitled to receive their education, and the whole School community is entitled to work in a safe environment free from harassment.

WGHS aims to enhance students' learning by eliminating harassment of students, staff members or parents in the School by:

- Reinforcing the view that harassment is an unacceptable part of School life;
- Providing a safe, secure learning environment for our students;
- Creating a supportive environment;
- Providing suitable counseling services for the victim and the offender;
- Providing a series of steps that will be taken in instances of harassment that will ensure all complaints are dealt with fairly and equitably;
- Providing a physical environment that engenders appropriate and acceptable behaviour;
- Valuing diversity in individuals and the rights of all people;
- Teaching strategies to deal with harassment;
- Creating a climate that aims and encourages self-respect and respect for others;
- Creating a School climate that encourages students to share problems of harassment and seek assistance from staff.

Definitions

Harassment affects everyone, not just the offenders and victims. It also affects those other people who may witness violence, intimidation and the distress of the victim. It damages the atmosphere of a class and the climate of a School.

Harassment can take a number of forms: physical, sexual, ethnic, verbal, gesture, extortion and exclusion, and is typically used to intimidate, coerce, engender fear, to control. It is unhealthy and damaging in its effects.

Procedures

Refer to the Principal.

Operational Policies

Adopted by: Board of Trustees WGHS 2015

Next review: WGHS 2018

Health and Safety (NAG 5)**13. Behaviour Management Policy*****Policy statement***

WGHS aims to provide a safe, secure and supportive learning environment that assists each student to gain self-respect, appreciate the rights of others and respect their surroundings.

The School provides students with a clear set of acceptable behaviours both in and out of the classroom, and out in the community, to

- Establish a co-operative School community in which each member accepts and respects the rights of all others;
- Develop in each student self-discipline and a sense of responsibility towards others;
- Develop in each student a sense of personal responsibility towards her environment.

Regulations

Education Act 1989 Sections 13-18

Education Rules 1999

Ministry of Education's *Guidelines for Principals and Boards of Trustees on stand-downs, suspensions, exclusions and expulsions* December 2009

Procedures

Refer to the Principal.

Operational Policies

Adopted by: Board of Trustees WGHS 2015

Next review: WGHS 2018

Governance and Administration (NAG 6)**14. Administration Policy*****Policy statement***

WGHS complies with all the general administration requirements set out by the Ministry of Education, legislative statutes and regulations as set down in the appropriate Acts, Ministry of Education circulars and the Education Gazette.

The Board of Trustees is committed to excellent governance practice and this is reviewed annually to monitor compliance and effectiveness.

The School's *Charter*, which is updated and submitted to the Ministry of Education annually, includes the strategic and annual intent of the School and the processes followed to monitor and report on student achievement.

Regulations

Education Act (School Attendance) Regulations 1951

Education Act 1989

Health (Immunization) Regulations 1995

Human Rights Act 1993

Local Government Official Information and Meetings Act 1987 (part 7)

Official Information Act 1982

Privacy Act 1993

State Sector Act 1988

National Administration Guideline (no2)

Procedures

Refer to the Principal.

Operational Policies

Adopted by: Board of Trustees WGHS 2015

Next review: WGHS 2018

Governance and Administration (NAG 6)

15. Uniform Policy

Policy statement

The Board seeks to maintain a learning environment that reflects pride and equality through the wearing of a school uniform. As an ambassador of WGHS it is expected that each student will take pride in her appearance. Students are expected to maintain a high standard of appearance whenever they are identified as WGHS students and / or are representing the school.

The Board requires all students to wear the uniform as published by the School in its enrolment information. The wearing of the School uniform is part of the conditions of enrolment at the School.

The enforcement of the code to wear the uniform is delegated to the Principal and her staff. From time to time the Principal may allow students to wear non-regulation clothing for short periods of time without removing the requirement to wear school uniform on a regular basis.

All sports uniforms are to be approved by the Board of Trustees or through delegated authority to the Principal. A sports uniform must be worn when representing the school.

Any changes to the uniform will be first approved by the Board and will seek to maintain the colours usually associate with the School.

Regulations

WGHS Uniform Regulations

Procedures

Refer to the Principal.

Operational Policies

Adopted by: Board of Trustees WGHS 2015

Next review: WGHS 2018

Governance and Administration (NAG 6)

16. Complaints Policy

Policy statement

WGHS respects any concerns that may be raised by parents or caregivers, staff, students and community members. The School believes in high standards and is keen to listen to and learn from any valid concerns raised about the School. To ensure that all concerns are dealt with effectively and fairly the standard process outlined should be adhered to.

Procedures

Making a complaint

The Board expects the following steps to be taken by a complainant.

1. Contact the person about whom the concern is related.
2. If unresolved, contact the Dean of the appropriate year level.
3. If still unresolved, contact the Principal.
4. If there is no satisfaction from the previous steps, make a complaint in writing to the Board of Trustees. Any complaint in writing must be received before the Friday preceding the monthly Board meeting or it will be held over to the next Board meeting. Any letter of concern will be tabled at the full Board meeting unless natural justice prevents this.

There may be occasions when the steps under procedure 1 (as above) are inappropriate to follow. In these cases it is expected the complainant will contact the Principal or Board in writing.

If the complaint is in respect of the Principal and is unsatisfactorily resolved after contact then it can be addressed in writing to the Board.

Written complaints received by the Board of Trustees

On receiving a written complaint, the Board will decide on what further action is required on a case-by-case basis. Before the Board decides to deal with a complaint it must check that the procedures outlined above have been followed. If not, it will normally return any letter of complaint to the writer and ask that they follow these first.

All letters addressed to the Chairperson of the Board are for the whole Board. The Chair cannot act independently as to what action will be taken.

1. The Chairperson acknowledges letter of complaint within a fortnight of receipt and the complainant is advised of the next steps in the Board process. The latter becomes part of the correspondence that will be dealt with at the next Board meeting while the public is excluded.
2. (At 'public excluded' meetings) Letter of complainant is tabled at the Board meeting and referred to relevant parties for reporting back to the Board. The Board decides whether to deal with the matter as a whole or appoint a committee to investigate and make recommendations to the Board.

3. (At 'public excluded' meetings) At the meeting of the Board/committee, the reports are received and the parties may be invited to speak to their complaint or answer questions. The Board/committee considers the evidence and/or information and comes to a decision or recommendation.
4. (At 'public excluded' meetings) Depending on the delegated powers of the committee, either they or the Board as a whole come to a resolution as to how the Board will respond and/or what action will be taken.
5. The Board's response is communicated to the parties to the complaint in writing.
6. Any of the parties may request the Board to reconsider their decision. However, normally for such a reconsideration to take place, new information that would have been relevant to the Board's deliberations must be produced.

Guidelines

1. The person about whom a complaint is made will be informed as soon as practicable and given reasonable time to respond.
2. Requests for confidentiality as to identity of complainant will be respected unless natural justice demands otherwise.
3. Issues of a serious matter, e.g. allegations of physical abuse, may require a special meeting of the Board to be called.
4. Resolution or dismissal of the complaint must not be discussed before all the information is to hand.
5. Conflict of interest will be determined on a number of issues, including whether the complaint involves the actions of any Trustee.
6. The Board must exercise caution when dealing with complaints regarding staff, particularly in relation to confidentiality and processes to ensure the principles of natural justice are met. It is advisable to seek external personnel/industrial advice in such cases. The Board will need to consider the relevant staff disciplinary policies, employment contracts and expert advice.
7. The Board recognises that not all complainants will be satisfied with the outcome of a complaint. Once reconsidered, if the Board is confident of its decision, it will refuse to enter into any further discussion/correspondence.
8. A complaint regarding lack of compliance in relation to an agreed complaint resolution will be treated as a serious matter and actioned with urgency as a new complaint rather than a reconsideration of the previous issue.

Operational Policies

Adopted by: Board of Trustees WGHS 2015

Next review: WGHS 2018

Governance and Administration (NAG 6)

17. Protection & Sharing of Intellectual Property Policy [Creative commons]

Policy statement

Learning resources and other materials created by School staff in the course of their employment are an important asset and form a large part of the School's intellectual capital. The open and free exchange of information, knowledge and resources, and the collaborative production of copyright works that are made freely available allows our students' access to a wider range of high quality learning resources and materials than would otherwise be possible. The purpose of this policy is to ensure that the Board's access to materials produced by the Board's employees in the course of their employment is protected, while encouraging staff to share these works with others. The Board of Trustees of Waitaki Girls' High School therefore:

1. Recognises that the Board of Trustees holds first ownership of copyright of works produced by the board's employees in the course of their employment under section 21(2) of the Copyright Act 1994 (NZ).
2. Delegates to the Principal the responsibility to:
 - a. Apply by default a Creative Commons Attribution Licence to all teaching materials and policies in which the Board of Trustees of the School owns copyright;
 - b. Apply a Creative Commons Attribution licence to other copyright works, aside from those described in (2);
 - c. Transfer to the original creator the copyright in created works licensed by the School under a Creative Commons Attribution or Creative Commons Share-Alike licence;
 - d. Ensure that all staff are aware of the terms of this policy and how it relates to teaching resources they develop in the course of their employment at the School;
3. Does not make any claim over the ownership of copyright works produced by students. The copyright to these works remains with the creator;
4. Recognises that this policy only applies to copyright works, and not to any other forms of intellectual property;
5. Recognises that the copyright in works produced by an employee other than in the course of their employment by the Board of Trustees of the School remains the property of that employee. Where this is unclear, the process for dispute resolution, outlined below, shall apply.

Resolution of disputed copyright ownership

Where the first ownership of copyright in a given work is disputed or unclear, the following process will apply:

1. In the first instance the dispute should be documented and presented to the School Principal.
2. If the dispute is still not resolved then the documentation should be presented to the Chairperson of the Board of Trustees.
3. If the dispute is still not resolved following 1) and 2), mediation with an appropriate authority will be undertaken.

Governance and Administration (NAG 6)

18. Protected Disclosures Policy

Policy statement

WGHS has in place comprehensive procedures to follow when receiving and dealing with information about serious wrongdoing. The Board of Trustees ensures these procedures are in place to meet the requirements of the *Protected Disclosures Act 2000*.

Regulations

Protected Disclosures Act 2000

Procedures

Detailed procedures for making a protected disclosure under the Protected Disclosures Act 2000 are as follows:

1. If on reasonable grounds you believe you have information that a serious wrongdoing is occurring [or may occur] within the School and you wish to disclose that information so it can be investigated you can make a protected disclosure to the Principal.
2. This can be verbally or in writing. You should identify that the disclosure is being made under the *Protected Disclosures Act* and is following Board procedure, provide detail of the complaint [disclosure], and who the complaint is against.
3. If you believe that the Principal is involved in the wrongdoing, or has an association with the person committing the wrongdoing that would make it inappropriate to disclose them, then you can make the disclosure to the Chairperson of the Board of Trustees.
4. It is then up to the person to disclose, to decide if the disclosure constitutes a serious wrongdoing, and that the allegations need investigating.
5. They can decide:
 - (a) To investigate the disclosure themselves;
 - (b) To forward the disclosure to the Board or a committee of the Board to investigate;
 - (c) Whether it needs to be passed on to an appropriate authority. If it goes to an appropriate authority they will advise you that they are now investigating the complaint.
6. If you believe that both the Principal and the Chairperson of the Board of Trustees may be a party to the wrongdoing or in close relationship with the person/s involved in the wrongdoing you can approach an external “appropriate authority” direct yourself.

Guidelines

Who is an “appropriate authority”?

As noted above, in some circumstances you or the person to whom you have made the disclosure could make the disclosure to an appropriate authority. An appropriate authority is defined in the Act as including:

- i. The Commissioner of Police;
- ii. The Controller and Auditor-General;
- iii. The Director of the Serious Fraud Office;
- iv. The Inspector-General of Intelligence and Security;
- v. An Ombudsman;
- vi. The Parliamentary Commissioner for the Environment;
- vii. The Police Complaints Authority;
- viii. The Solicitor-General;
- ix. The State Services Commissioner;
- x. The Health and Disability Commissioner; and

Note - Includes the head of every public sector organisation, whether or not mentioned in the list above. This means that in certain circumstances the appropriate authority could be the Secretary for Education of the Ministry of Education or the Chief Review Officers of the Education Review Office (ERO).

Why can't I just go to the appropriate authority myself?

There are three circumstances when you can go directly to the appropriate authority:

1. When you believe that the head of the organisation is also a party to the wrongdoing or has an association with the person that would make it inappropriate for them to investigate;
2. If the matter needs urgent attention or there are other exceptional circumstances;
3. If after 20 working days there has been no action or recommended action on the matter to which the disclosure related.

Otherwise you need to go through the internal processes.

What happens if even the appropriate authority does nothing?

You could then make the disclosure to the Ombudsman [unless they were the authority you have already disclosed to] or a Minister of the Crown.

The Act does not protect you if you disclose information to the media or a member of parliament other than a Minister of the Crown in the circumstances referred to above.

Where can I find out more information?

If you notify the Office of the Ombudsman verbally or in writing, that you have disclosed or are considering a disclosure under this Act, they must provide information and guidance on a number of matters including those discussed here and the protections and remedies available under the *Human Rights Act 1993* if the disclosure leads to victimisation.

Operational Policies

Adopted by: Board of Trustees WGHS 2015

Next review: WGHS 2018

Governance and Administration (NAG 6)

19. Delegations Schedule

Date of Minuted Delegation	Personnel <i>Delegations can be to a person or a committee. Committees must have a minimum of 2 persons, at least one of whom must be a Trustee.</i>	Delegated Authority	Term of Delegation <i>Note: Delegation ceases at the date below, by earlier resolution of the Board, or, if no date, is ongoing</i>
	Disciplinary Committee All current trustees bar the Principal	That all current trustees bar the Principal are delegated authority to be members of the board's Disciplinary Committee acting under the Terms of Reference for this committee.	
	Deputy Principal	That the Board directs that, except where the Board, at its discretion, otherwise determines, the Deputy Principal, in the absence of the Principal from duty for periods not exceeding 2 weeks and for the full period or periods of such absence, perform all the duties and powers of the Principal.	

Appendix A

Trustee performance checklist

The board is committed to ethical conduct in all areas of its responsibilities and authority.

I _____ have:

Behaviour	Yes	No	Don't Know
Maintained and understood the values and goals of the School			
Ensured the needs of all students and their achievement is paramount.			
Been loyal to the School and its mission			
Publicly represented the School in a positive manner			
Respected the integrity of the Principal and staff			
Observed the confidentiality of non-public information acquired in my role as a trustee and not disclosed to any other persons such information that might be harmful to the School			
Been diligent and attended board meetings prepared for full and appropriate participation in decision making			
Ensured that I do not act independently of the Board's decisions			
Spoken with one voice through the Board's adopted policies and ensured that any disagreements with the Board's stance were resolved within the board			
Avoided any conflicts of interest with respect to my fiduciary responsibility			
Recognised the lack of authority in any individual trustee or subgroup of the board in any interaction with the Principal or staff			
Recognised that only the Chairperson can speak for the Board			
Continually self-monitored my individual performance as a trustee against policies and against any other current Board evaluation tools			
Attended appropriate Board/trustee training			

Actions required by the trustee:

Appendix B

Chairperson performance checklist

The Chairperson is the leader of the Board and carries overall responsibility for the integrity of the Board's processes. The role involves the following responsibilities:

Accountability	Measure	Achieved	Not Achieved	Don't Know
Oversee general performance of the Board	Board performs against its forms of accountability and strategic goals			
Ensure information about the financial performance of the organisation flows to the Board	Board remains well-informed about financial performance of organisation			
Establish and maintain systems for information flows to the Board	3.1 Board receives information on time and has time to comment and have input 3.2 Board has adequate opportunities to have input and make decisions 3.3 Chair ensures accurate minutes are kept, approved by Board and signed by Chair			
Attend and chair Board meetings	4.1 Attendance at all meetings (unless chairing responsibility delegated) 4.2 Meeting procedures as outlined in the Standing Orders and Local Government Official Information and Meetings Act 1987 are observed except where the Board has suspended them			
Make recommendations to Board about prudent management of Board matters	Recommendations made as necessary			
Establish and maintain an ongoing working relationship with the Principal	Regular meetings are held in addition to ongoing liaison			
Deal with disputes and conflicts referred to the Chair	As required by the Board's Policy and Procedures			
Act as Protected Disclosure Officer	Requirement met			

Accountability	Measure	Achieved	Not Achieved	Don't Know
Ensure the Principal's Performance Agreement and Appraisal are completed on an annual basis	Report of Principal's Performance Appraisal tabled at the Board meeting according to appraisal process			